

## Unit Planning Guide: Grade 1 Unit 4 of 6

Unit Title: Informational Texts, Research, and Inquiry Circles: Animals and Habitats	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 2 days week

### Desired Results

#### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

#### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Standards (Priority Standards in bold):**

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.7.** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.5 Know and use various text features to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

These are MPI examples for EPL 3

- State and explain an opinion with a partner or small groups
- Compare similar texts on the same topic using a chart/Venn diagram
- Compare and contrast characters using a Venn Diagram

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to clarify ideas, thoughts, and feelings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

#### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- A habitat meets an animal's needs by providing food, water, shelter, and air or space
- Text features help readers understand information
- Research provides information needed for written or oral presentations.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is a habitat?
- How do readers get information from informational texts?
- How does research help us learn?

#### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know*

- The definition of a habitat
- Vocabulary for talking about habitats including animals' needs, sets of animals, wild animals, shelter, and the names of five major habitats: Artic (Polar), Desert, Ocean (Tide Pools or Coral Reefs), Rainforest, and Savanna (Tropical Grassland)
- Text features add to comprehension of a text.
- Information is presented in different formats.
- Research helps us better understand a topic.

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Using the academic and discipline-related vocabulary and concepts that are introduced in this unit.
- Forming questions that can be answered by research.
- Using the features of informational text to find information within the book.
- Use information from sources to present on a topic.